DOCUMENT RESUME

ED 069 199 FL 003 714

AUTHOR	Ludwig, Robert J.
TITLE	Leadership in Foreign-Language Education: Developing the State Foreign Language Association.
INSTITUTION	ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C.
PUB DATE	72
NOTE	52p.
AVAILABLE FROM	MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($2.50)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Conferences; Coordination; Elementary School Teachers; *Language Teachers; Master Plans; Organizations (Groups); *Professional Associations; *Program Planning; Regional Planning; Scheduling; Secondary School Teachers; State Agencies; *State Surveys; *Teacher Associations; Workshops

ABSTRACT

This report, intended for use by leaders of State foreign language associations, provides an extensive and comprehensive outline of the structure and activities representative of such organizations. Discussion focuses on these topics: (1) the purpose of the State association, (2) the constitution, (3) the management of the association, (4) the executive secretary, (5) membership, (6) the association budget, (7) committees of the association, (8) the annual meeting, (9) regional meetings, (10) workshops, (11) relations with the State education department, (12) publications, and (13) special services. Appendixes contain: (1) activities of state organizations, (2) sample invitation to join, (3) sample application, membership card, and annual meeting registration, (4) convention checklist, and (5) sample publicity and registration for a joint workshop. (RL)

Leadership in Foreign-Language Education: Developing the State Foreign Language Association

Robert J. Ludwig

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL003 714

ERIC

Clearinghouse on Languages and Linguistics
62 Fifth Avenue
New York, N.Y. 10011

All contents of this report may be freely quoted or reproduced without special permission. This report was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Published 1972 by the MLA/ERIC Clearinghouse on Languages and Linguistics, 62 Fifth Ave., New York 10011.

Copies of this handbook may be purchased from the Publications Center, MLA / ACTFL, 62 Fifth Ave., New York 10011.

DEVELOPING THE STATE

FOREIGN LANGUAGE ASSOCIATION

Robert J. Ludwig

Mont Pleasant High School
Schenectady, New York

CONTENTS

Preface	iii
The Purposes of the State Association	1
The Constitution	1
The Management of the Association	2
The Executive Secretary	4
Membership	4
The Association Budget	6
Committees of the Association	7
The Annual Meeting	8
Regional Meetings	15
Workshops	19
Relations with the State Education Department	21
Publications	22
Special Services	23
Appendix I: Activities of State Organizations	25
Appendix II: Sample Invitation to Join	41
Appendix III: Sample Application, Membership Card, and Annual Meeting Registration	43
Appendix IV: Convention Checklist	45
Appendix V: Sample Publicity and Registration for Joint Workshop	49

PREFACE

Mr. Robert J. Ludwig is the Administrative Assistant of the New York State Association of Foreign Language Teachers, and has participated in the operations and activities of one of the largest state foreign language organizations in the country. His knowledge of an association's structure and potential involvement in foreign language education is firsthand.

This report is an extensive and comprehensive outline, intended for use by association leaders as a working tool. Naturally, many of the suggestions and ideas contained herein will not be applicable to every state organization. Some states are too thinly populated and too geographically dispersed to undertake some of the large-scale activities, while other states have already surpassed basic suggestions given here. The details on various committees will not apply in some cases, while in others they may be valuable. In some states, the annual meeting will be a full-scale affair, while in others it will have more the format of what is described here as a regional meeting. Because of the vast differences in geographical size, population, and status of foreign language education among states, it would be necessary to write fifty separate reports if the precise needs of every state organization were to be answered.

Perhaps the most flexible written report is that which attempts to be all-inclusive and allows the reader to select from a complete coverage of the subject that which applies to him. Developing the State Foreign Language Association attempts to be this type of report. It is hoped that the publication will be a useful handbook for foreign language leaders.

Warren C. Born
Director, ERIC Clearinghouse on
Languages and Linguistics

THE PURPOSES OF THE STATE ASSOCIATION

The primary objectives of the state foreign language association are to promote the study of foreign languages, increase public interest and support for them, supply leadership in foreign language education, and stimulate professional growth by providing appropriate training programs. It should furnish an information center for the foreign language teachers of the state. In the achievement of its purposes, the association should include in its activities workshops, colloquia, symposia, regional meetings, and publications.

The goals and activities of the association can be better achieved through involvement with other organizations. The state association should, for example, be a constituent member of the American Council on the Teaching of Foreign Languages and vigorously support affiliation on the part of its members. ACTFL's nationwide participation in foreign language education can be a valuable source of ideas for the state organization and offer changing perspectives to state foreign language leaders. Cooperation between the state association and the state education department is not only desirable but essential in furthering the study of foreign languages. The state association should also relate itself to other disciplines through their various state organizations so that there may be a sharing of experience and a common ground for advancing the teaching profession.

THE CONSTITUTION

The Constitution provides the basis for the organization's activities. It should be a dynamic instrument, reflecting the wishes of the membership and drawn up so as to best serve the interests of the association without hampering its progress. Therefore, careful provision should be made for revising and amending the Constitution as needed. It should be made available to all new members, and all proposed changes should be presented to the

entire membership for a vote.

In order to insure the association's tax exempt status, it is advisable to include in the Constitution's statement of purpose that the organization intends to engage in any and all activities consistent with the status of an educational and charitable organization as defined in Section 501(c) (3) of the Internal Revenue Code of 1954 or any successor provision.

THE MANAGEMENT OF THE ASSOCIATION

The Board of Directors is responsible for formulating the policies and carrying out the objectives of the association. Continuity of goals and activities can be assured by staggering the terms of office so that new people have a chance to work with experienced board members. This practice also provides a constant influx of new ideas and new people to carry on the work of the association.

The Board of Directors should meet as needed and must meet as required by the Constitution. Provisions should be made for dismissing Board members who do not carry out their responsibilities as outlined in the Constitution.

Some criteria for selecting board member candidates are: representation from various parts of the state, representation from various languages and levels, proven leadership in association activities through committee work and meeting chairmanships, and the ability to fulfill the requirements of board membership.

The Executive Committee should be composed of the officers of the association and such other members as the Constitution may designate (e.g., the Past President). It should meet in advance of board meetings, and with such additional frequency as the President feels is necessary. Any recommendations of the President and the Executive Committee must be approved by the board prior to implementation unless otherwise stipulated in the Constitution.

The Nominating Committee should reflect representation from the board, the membership at large, and the immediate past presidents. Again, there should be geographical balance. This committee recommends a slate to the Board of Directors for presentation to the membership, and should ascertain that all candidates are willing to serve if elected prior to their being placed in nomination.

Elections should be held annually by secret ballot with the entire membership in good standing eligible to vote. A Teller's Committee should be designated to count the ballots and to certify the candidates chosen by the electorate.

Constitutions provide varying terms of office for elected officials, which tends to increase opportunities for leadership in the organization. Most associations have one- to two-year terms, not immediately renewable, as their constitutional guideline. Where the organization has an Executive Secretary, the shorter term of office has proven satisfactory; where such an official is not present, the continuity of change of office is not as smoothly obtained, and the two-year term may be preferable. In some associations, the First Vice-President is designated as President-Elect. This provides a period of understudy to the President prior to assumption of office.

The duties of all officers should be specified in the Constitution. Newly elected officials take office, normally, at the time of the annual meeting. Procedures in case of death or resignation should be elaborated in the Constitution.

THE EXECUTIVE SECRETARY

The complexities of maintaining the varied operations of a professional association are such that an Executive Secretary is almost a necessity if the organization is to move forward in attaining its goals. His duties should be carefully delineated in the Constitution, and his performance should be reviewed prior to renewal of contract. He should be a recognized leader in the field with special administrative competencies.

The role of the Executive Secretary is not to ursurp the responsibilities of elected officers and committees, but to assist the members in the execution of their tasks. Among his duties are acting as consultant to the officers, Executive Committee, and Board of Directors; assuming responsibility for the coordination of the financial operations of the association; maintaining the membership file and central headquarters records; assisting in publicizing the work of the association and its leaders and working with the Public Relations Committee in realizing its objectives; assisting the President with the annual budget and the annual report; acting as coordinator of the annual meeting and consultant to its chairman; aiding the chairmen of regional meetings in developing and implementing programs; and fulfilling such other duties as may be specified in the Constitution.

MEMBERSHIP

In order to build a strong membership, it is necessary to offer a program that is valuable to teachers and worthy of their support. Once such a program is established, it must be widely publicized. An attractive flyer which invites the foreign language teacher to join and details the association's program is a necessary recruitment tool. (See Appendix II.)

The membership chairman should develop a strong statewide committee with regional and local chairmen whose function is to retain as well as to recruit members. This membership committee should convene during the annual meeting to map out plans for the coming year.

There are any number of ways to go about publicity and recruitment. A membership packet may be developed for distribution to prospective enrollees. Letters of explanation and invitation may be sent out. On the local level, department chairmen may be enlisted to help recruit new staff members for the association. Various events sponsored by the association are particularly fertile grounds for enrolling newcomers.

The mail and the telephone are the best means of communication in recruitment if person-to-person solicitation is not practical. When two hundred or more letters are to be sent for promotional purposes, the association's bulk mail privilege should be exercised.

The membership application card should request information which will enable the association to identify the level(s) and language(s) that the members teach, as well as any responsibilities which they hold. The organization should also provide a membership card which is issued annually to members in good standing. (See appendix III.) It is simpler if the membership dates coincide with the fiscal year of the association. Dating membership on a current basis can be confusing and needlessly time-consuming, and records are difficult to keep if the member is enrolled according to the date on his application. Fiscal year enrollment will involve a major effort at the outset, but is the most effective system in the long run. The association bylaws should provide a cut-off date beyond which delinquent members are not carried on the rolls.

The membership files should be efficiently maintained so that delinquent members may be readily identified. Both alphabetical and zone files are necessary to communicate effectively with the membership.

THE ASSOCIATION BUDGET

The income of the association will derive primarily from dues and from the excess of receipts over disbursements at the annual meeting. Advertising in the association's journal and receipts from its publications occasionally yield additional sources of income. Receipts from the association's other varied activities may provide a small margin of profit.

Expenditures will include the costs of publishing the journal or newsletter, the mailings to the membership, the costs of board and committee meetings, the honorarium or salary of the Executive Secretary, and supplies, equipment and expenses related to the various meetings of the association and its other publications.

A projected budget for the coming year should be presented at the annual meeting, and a detailed analysis of the previous year's expenditures, which have been appropriately audited, should be available to the members. Since the association is a nonprofit, educational organization, an Internal Revenue Service Form must be prepared annually.

The board should receive progress reports of the financial operations during its regular meetings, and the financial statement should be distributed to the membership annually. It may be published in the newsletter or association journal.

Membership dues should be payable at the beginning of the organization's fiscal year. Delinquent members should be dropped with appropriate notification at a specified time as described in the Constitution or Bylaws. The organization should offer a reduced fee for students and an emeritus classification for retirees. A life membership may be made available at a cost of twenty to twenty-five times the annual membership fee.

Standard operating procedures should be developed concerning reimbursement for approved travel and transportation. All expenditures should be coded, and a set of books should be maintained to provide for verification and budget analysis. All bills should be approved by the individual responsible for financial management and paid currently. An adequate cash balance should be kept readily available for ongoing needs.

The treasurer and Executive Secretary should be bonded officials.

COMMITTEES OF THE ASSOCIATION

The association which involves its members in the promotion of its objectives will be a dynamic organization, and the greatest involvement takes place through committees. Standing committees should be defined in the Constitution and should reflect the organization's purposes.

A working Board of Directors is one in which each board member has a committee chairmanship. The President of the association, with the concurrence of the board, makes the appointments. While it is not necessary to be a member of the Board of Directors to chair a committee, it is important that board members take an active part in the association.

Standing committees meet at the annual meeting and usually conduct their business during the year by correspondence. If additional meetings are desired, the request should be presented to the Board of Directors so that the funding of such meetings can be included in the budget if possible. If a chairman recommends individuals within his own geographical area for service on his committee, more frequent meetings can be arranged. It is where geographical dispersion is great that the financing of meetings becomes a difficult problem.

Recommendations of committees must be presented to the Board of Directors for appropriate action. Committee chairmen should present an annual report of the committee's activities to the President.

Members of the association should be encouraged to participate in a committee of their choice. A letter to new members from the President should list the various committees of the association and include an invitation for the new member to indicate the committee on which he would like to serve. This may then be followed by a formal letter of appointment.

Standing committees may include such areas as Articulation, Bilingual Education, Classics, College Foreign Language Requirements and Curriculum, Community and Junior College Foreign Language Programs, Culture in the Classroom, Evaluation, FLES, Legislation, the Less-Able Student, Multi-Media, Public Relations, Student-Centered Instruction, Supervision, Teacher Preparation, TESOL, etc.

Administrative committees, such as the Auditing Committee, the Awards Committee, the Constitution Revision Committee, the Membership Committee, the Nominating Committee, and the Publications Committee, require careful staffing. The Constitution may give specific instructions with respect to their composition.

Ad hoc committees should be appointed as necessary to fulfill specific tasks. An example would be a "Committee on the United States Bicentennial Celebration and Foreign Language Involvement."

Committee research may be carried on through the organization's publications. The results of such studies should be shared with the membership, either through publications or through presentations.

THE ANNUAL MEETING

The annual meeting is the major event on the association's calendar. The annual business meeting is incorporated into the program so that all

members of the association may have an opportunity to accept, modify, or reject various motions which are appropriately presented, and to hear progress reports from those charged with the responsibility of forwarding the association's objectives.

The President should alert all committee chairmen who are expected to deliver reports to the membership to have a written copy prepared. These reports should be incorporated into the minutes of the annual business meeting.

In selecting a chairman for the annual meeting, the President will need to choose an individual with executive ability, wide contacts in the state, and the talent to fuse the efforts of many professionals in a major operation. In some instances, chairing the annual meeting may be defined in the organization's Constitution as the function of a particular officer.

Site

A Site Committee needs to plan three to five years ahead because of the problem of availability of convention hotel facilities at the desired dates. If the meeting is to be more than one day, it is virtually impossible to hold the conference on a college campus because of inadequate housing facilities. The Site Committee should explore three to five possible situations and select the site which offers the most advantages to the association.

Time

It is advisable to hold the annual meeting at the same time each year so that teachers and their administrators have a calendar pattern which they can anticipate. Frequently, a Sunday, Monday, Tuesday time black, or a Monday, Tuesday, Wednesday slot when the Monday is a school holiday is desirable since travel to the event will not necessitate an extra day of absence.

Facilities

The convention facilities must be able to house the members and provide adequately for the meeting room needs. The contract between the hotel and the association should specify which services will be furnished free of charge, and which will be billed to the association. Services normally provided free include the use of meeting rooms when members are lodged at the hotel, provision for microphones, hotel reservation cards, and the printing of reservation forms for exhibitors. The association can expect to be charged for such items as flowers, centerpieces, special food services (unless included in a room and board package), and security for the exhibit area.

Planning

A year is usually needed to prepare adequately for an annual meeting.[1] The Planning Committee should represent various parts of the state and various teaching levels. The past conference chairman should always be a member of the current Planning Committee, and the President of the association should be involved ex officio in its deliberations. If the association has an Executive Secretary, he should be in charge of technical and financial arrangements because his expertise will enable the association to benefit from his knowledge of the business aspects of the project. He should also serve as a consultant to the Planning Committee.

This committee will need to meet several times prior to the conference, holding at least one planning session at the conference hotel. Committee members should be prepared to give suggestions concerning the needs and interests of the membership, and should be ready to suggest the names of outstanding leaders in the state and nation who have a special contribution to make to the profession in those areas.

[1]For an overview of the many administrative details involved in the organization of an annual meeting, see the checklist provided in Appendix IV.

Fees

A registration fee should be assessed based on the budgetary income need of the conference. It is advisable to have a late fee for those completing registration less than ten days prior to the conference. The association may wish to include the cost of the conference proceedings in the registration fee. This is simpler than attempting to sell the proceedings as a separate effort. Extra copies can be printed for nonattenders and made available at a reasonable fee.

Exhibits

Conference-goers look forward to seeing the latest publications, realia, and machinery available, and the appropriate companies are eager to have school district representatives study their offerings with a view to possible purchase. Book companies, electronic equipment businesses, foreign travel organizations, and foreign language realia dealers are among those particularly interested in exhibiting.

Exhibit fees vary from $75 to $200 per booth for the duration of the meeting. The hotel usually charges a small fee for the booth space. It is advisable to have a formal contract with exhibitors. Booth numbers should be assigned in the order that requests for space are recieved, and according to the choices that are requested and available. There are special companies that deal with exhibit set-ups, and the conference hotel will usually make suggestions. Security guards should be hired for the exhibit area when the booths are closed.

Ample time should be allowed in the conference program for viewing the exhibits.

Committee Meetings

The annual meeting provides an excellent time for the various committees of the association to meet. These sessions should be open to the membership, and a prepared agenda should be available for

inspection. The meetings may produce suggested resolutions, which should then be forwarded to the appropriate committee for examination and subsequent approval by the Board of Directors prior to presentation to the membership.

In addition to standing committees, administrative committees may wish to hold sessions to shape plans for the coming year. The Board of Directors meets on the occasion of the annual meeting as frequently as deemed necessary by the President and Executive Committee.

Pre-Conference Meetings

The day or days immediately preceding a conference may be utilized for a pre-conference symposium on an area of special interest or for a meeting of a standing committee that needs to explore an issue in greater depth.

The Annual Meeting Program

The program should reflect the concerns of the profession as revealed in the various meetings which have occurred during the preceding year. While the sessions should have broad appeal to teachers of all foreign languages, special sessions which meet particular needs, such as sessions for Classicists and TESL and bilingual teachers, should be included in the program. There should be elements in the program which will be of interest to teachers on all levels of instruction.

Panel discussions provide for the presentation of many points of view and permit a large number of members to take part in the conference program. Time should always be allotted for audience reaction and questions. The interaction phase is frequently the most dynamic part of the presentation. It is essential that a balance between listening and involvement be created.

A keynote speaker sets the theme of the conference. He should be carefully chosen for outstanding leadership in foreign languages as well as for the ability to communicate ideas verbally. Frequently, state association members who attend the ACTFL and AAT annual national gatherings

discover such individuals and recommend them to the conference planning committee. Time should be provided for questions and reactions to the keynoter.

Care should be exercised to avoid overwhelming participants with an overloaded program which leaves no time for informal visits with colleagues or relaxation.

Published proceedings will partically compensate the ever-present frustration of participants who wish to attend all of the meetings, many of which occur simultaneously. In some instances, summaries of conclusions may be presented at a general session. Occasionally, a panel may be of such unusual appeal that the committee will decide to repeat it several times.

The general sessions, in addition to the presentation of a keynoter, may include a presentation of special interest to the members on an issue of particular concern. "Notes to the Profession" may be part of a format in which special projects or activities of the association or its members may be shared with the conference-goers. Brief, concise reports, limited in length, are essential if time schedules are to be followed.

Audio-Visual Equipment

The coordinator of audio-visual equipment for the conference provides all the hardware necessary to meet the needs of the panelists. Panel organizers should send him a list of these needs prior to the conference so that all requests may be met.

Usually, the hotel has certain types of equipment available without fee by prior contractual arrangement. Rental fees of audio-visual equipment in the immediate business area are usually prohibitive: therefore, needs that cannot be met by hotel equipment are best filled by borrowing from neighboring schools, or by requesting that the individual teachers

requiring such equipment be responsible for obtaining it. A special room should be set aside, under proper security, for the storing of this equipment. Well-organized procedures should be developed to insure the return of the machinery to the conference audio-visual center following its use, and to effect appropriate controls.

For the general sessions, audience mikes must be strategically located. It is important to check out microphone operations with the hotel as they are centrally controlled by hotel personnel, and the details of the program should be thoroughly verified. Extra bulbs should always be on hand in case of emergency need.

The Planning Committee may decide to have certain sessions taped, and the audio-visual coordinator should have all such requests in hand enough in advance of the event that machinery and tapes may be made available.

Conference Banquet

A banquet adds distinction to an annual meeting and enables the presiding officer to present formally the Board of Directors and distinguished guests to the membership.

The banquet program may include a speech which should be limited to twenty or thirty minutes at most. It is best and most suitable to the occasion to present the speech in a lighter vein. Some groups have the banquet speech in a separate room after dinner.

Another format is the Awards Program in which recognition may be given to individuals whose contribution to foreign language education has been noteworthy or whose contribution to the humanities has been significant. The awards may be specified in the Constitution or may be created to mark a special event or occasion. The Awards Program permits individuals who have rendered leadership, serving during the year as chairmen of regional events, symposia, or colloquia, to receive appropriate recognition.

The program following dinner should not exceed an hour in length, and those participating in the ceremonies should be given appropriate time limits. Brief introductions of those receiving the awards and responses from those accepting bring variety and color to the proceedings.

Conference Evaluation

It is important to provide evaluation sheets for the participants so that their reactions may serve as a guide to future planners. This may be accomplished at the concluding general meeting of the conference. The Planning Committee may wish to have a study session at the end of the conference to exchange reactions.

REGIONAL MEETINGS

Obviously, the size of a state and the concentration of its schools will be factors in determining the number of regional meetings it is possible to undertake on an annual basis. If there are over one hundred foreign language teachers in a given area, a regional meeting is a distinct possibility.

The member or members of the Board of Directors from that area must play a key role in the development of such a meeting. The President of the association will confer with them, asking either that they assume leadership for the event or that they suggest a competent leader from the region. It is wise to vary the leadership from year to year so that future leaders for the association are continuously being developed.

In organizing such an effort, the chairman or co-chairmen should begin preparations three to four months in advance of the projected event. The committee should consist of about ten percent of the number of teachers expected to attend. Thus, for an event expected to attract two hundred teachers, a committee of twenty would be reasonable. In such a case, however, it would be wise to send out thirty invitations since refusals and inability to attend a planning meeting on a given

date must be expected. The program should reflect the needs and interests of the area in order to attract the widest possible audience. It is therefore important that the members of the Planning Committee represent all levels and languages so that there is grass roots awareness of these needs and interests. If the association has an Executive Secretary, his expertise can be drawn upon by inviting him to sit in on the planning meeting. In other instances, an officer whose duties include this responsibility or a representative of the President may perform a similar function. The previous chairman should always be invited to share his past experience and his evaluation of previous events with the group.

The initial decisions will relate to time and place. It is important to make sure that the projected regional meeting will not coincide with other professional events, whether they be local, statewide, or nationwide. In fact, all events, whatever their nature, which might adversely affect attendance should be taken into consideration when determining the date. Where the school districts do not specifically provide for a professional day during the week, a Saturday luncheon with morning and afternoon sessions is the most satisfactory arrangement.

In selecting a site, one must be aware of such factors as its proximity to the majority of participants, the costs involved, and the space, services, and equipment available. Varying the site from year to year, if possible, will lend prestige to various institutions and their foreign language leaders.

In designing a program, it is helpful to choose a conference theme. This not only serves to give direction to the planning, but is also useful in publicizing the event. The needs and interests of the region should, of course, be taken into consideration. In addition, issues raised at the association's annual meeting will frequently lend themselves to logical follow-up in the regional meetings which ensue. The organization's

Executive Secretary or Historian should provide, through the President, the records of programs which were presented in the region during the past state, to enable the committee to benefit from these experiences.

The regional meeting should give master teachers in the area and those with ongoing experiments and special projects the opportunity to share their know-how with colleagues. Frequently, a regional meeting is an excellent opportunity for a demonstration with one's students. The Chairman should request that all participants submit their papers for evaluation so that the best contributions may be selected for publication or for the conference proceedings. It is also possible to invite experts from other areas in the state to lend special talents to the conference. Frequently, members of the Board of Directors will graciously give of their time and effort to further the objectives of the association by speaking at regional events.

The involvement of many will insure a successful attendance, so it is wise to ask as many teachers as possible to help with the organization and operation of the conference. The necessary committees, such as registration, hospitality, audio-visual, luncheon, and the like, as well as the various panels and their introducers, recorders, and hosts, will provide twenty-five to thirty-five percent of the projected attendance.

It is essential to publicize the event as well as the teachers, guests, and speakers on the program. If the media, newspapers, magazines, or radio stations, are to help with publicity or cover the conference, their involvement must be planned well in advance. The newspaper, for instance, may require seven to ten days notice if a photographer is to be sent to the meeting.

Participating teachers should be notified at least four to six weeks in advance of the event. It is well to invite all teachers to participate, whether they be members of the sponsoring associations or not. Most frequently, those who are not members will be stimulated to join. The association will have, of course, a list of the members in a given area, and this is the core mailing for the event. Additional names may be procured from committee members, supervisors, and the state supervisor of foreign languages. It should be remembered that the bulk mailing privileges of the association can be utilized at great savings when the material is provided sufficiently ahead of time. Telephone reminders to enlist the support of foreign language chairmen and coordinators are helpful.

Advance registration is necessary to insure an appropriate turnout. The fee should reflect the anticipated costs. Some groups like to offer a reduced fee to those registering prior to a given date as a special incentive. Flyers which furnish the details of the meeting and a registration form should request enough information so that nonmembers can later be contacted on a personal basis to help with other meetings and activities. The form should include the teacher's name, school, school address and zip code, home address and zip code, and home telephone number. (See Appendix III.) A fixed deadline for registration is not only helpful but necessary if lunch is part of the program, since catering services have a deadline for notification of the number attending, usually allowing some leeway.

The budget for the regional meeting will be determined by the existing policy of the Board of Directors and by various other factors such as attendance, speakers' fees, number of exhibitors, and costs of the site, luncheon, and publicity or printing. In some instances, the event can be expected to show a small book profit; in others, a break-even operation is anticipated. Sometimes, a cushion must be provided to cover the possibility of a small deficit within defined limits.

In planning the conference budget, it is best to be conservative in estimating the attendance. Statistics from previous meetings may help in arriving at a fairly accurate approximation. Usually luncheons held in schools and universities can be provided at more reasonable fees than those held in commercial establishments. Some costs can be reduced if mimeographing services are donated, or if a foreign language club will volunteer to do clerical work. A printed program lends prestige to the event, and frequently the association has special arrangements with its printer which may make the costs involved more reasonable than if the printing is done locally. Another expense involved may be a petty cash advance if it is necessary to forward funds to a committee for its initial operations. Exhibitors who participate in the association's annual meeting should be given the opportunity to exhibit at a reduced rate. Others should be charged the standard fee.

It is important that the conference chairman send letters of thanks to the panelists and the supervisors of the panelists, indicating, in each case, the contribution made. Additional letters should, of course, be sent to those who have made any contribution whatever to the success of the effort. If a particular panel or panelist has made an outstanding contribution, the chairman should share this with the association President, who may wish to include it in the program of the ensuing annual meeting.

WORKSHOPS

Foreign language workshops give teachers the opportunity to study issues in greater depth than is possible at a conference. A greater degree of individualization and small group activity becomes possible in this more intensive and specialized framework. Here, the

focus is on doing rather than on listening. Providing such in-service opportunities for teachers, as well as alerting them to other similar programs which may be of interest, is one of the primary functions of the state association.

The workshop staff should be carefully selected on the bases of subject area competency and group work skills. When a particular area of investigation has been decided upon, potential participants should be requested to indicate their questions and concerns so that the staff may direct its efforts toward what the constituents are seeking.

Workshops may be conducted in school settings very effectively. Frequently, participants are interested in in-service credit which may relate to salary increments, and a statement of clock hours of participation should be provided for those attending. The problem of college credits when workshops are conducted on the college campus is always a difficult one because the rising costs of tuition tend to push the price of the workshop beyond the range of those wishing to attend.

Workshop themes may center around such areas as "The Changing Role of the Supervisor," "Student-Centered Learning," "Culture In and Out of the Classroom," "Revising the College Curriculum," "Teaching Literature in the Secondary Schools," "Developing Mini-Courses as a New Format," etc. Ideas for topics of current interest can be found by looking through newsletters and conference programs of other state associations.

The association may wish to cooperate with the State Department of Education or with the American Council on the Teaching of Foreign Languages in such ventures.[2]

[2] For a sample publicity and registration form of a joint workshop, see Appendix V.

The prestige and the contributions of these organizations are, of course, most helpful in forwarding the objectives of the workshop program. A group of school districts may endorse efforts organized under such leadership as in-service experiences for their teachers. Obviously, the association will need to promote relationships with other professional organizations in order for these possibilities to materialize.

RELATIONS WITH THE STATE EDUCATION DEPARTMENT

It is most desirable for the association to have direct lines of communication with the superstructure of the State Education Department. A good working relationship between the two organizations leads to more than the cosponsoring of various activities and occasional financial support for association programs. The association can be of tremendous help to the State Foreign Language Supervisor in the implementation of his goals and objectives, and the Supervisor can likewise be of great assistance to the association in providing resources, information, and consultation.

Regular meetings on an annual or semi-annual basis with appropriate officials are very effective in establishing a relationship which clearly marks the association as the voice of foreign language teachers in the state. Because of the nature of bureaucracy, matters of foreign language policy which an association may pressure for and for which a State Supervisor cannot are frequently best handled by collaboration. The Supervisor, who is often an ex officio member of the association's Board of Directors, should be invited to meetings concerning foreign language policy and should be involved in the agenda being planned. His knowledge of the Department and its officials will be invaluable in helping chart the necessary steps to achieve the goals desired.

Just as the State Supervisor should encourage membership in the association by all foreign language teachers, the association should lend every assistance to the Supervisor in their joint efforts to further foreign language study.

PUBLICATIONS

A newsletter or journal is an essential communication tool of the association. It puts members in touch with various activities, past, present, and future, and provides them the opportunity to publish their opinions, ideas, and experiments.

The President, with the approval of the board, appoints the editor of the publication, who designates a staff to select and edit articles. The Executive Secretary may serve as business manager of the publication.

A budget for printing and mailing costs is established by the Board of Directors. Bulk mailing privilege is, of course, imperative in distributing the publication. Advertising can be solicited and will provide a supplementary income base for the publication. Rates are determined by circulation and the per page cost of the publication, allowing for a reasonable profit margin. Multiple insertions of advertisements may be discounted. Offset printing lends itself particularly well to photographs which brighten and humanize a publication. Reprints should always be provided for authors.

The journal may include questionnaires which serve as the basis for committee investigation, a reprint of the membership application form, and listings of future events of the association. In addition to professional articles, committee reports, as well as reports of conferences and other activities, are of interest and service to the membership. Bibliographies or lists of free and inexpensive realia and other teaching materials are always popular with teachers.

In addition to its house organ, the association will encourage the publication of conference proceedings. Provision for financing should be made through fees charged at major meetings. Standing committees may wish to circulate their findings in special publication form as part of the work of the group. Appropriate financing should always be cleared in advance of any such commitment.

SPECIAL SERVICES

Besides providing foreign language teachers with conferences, workshops, and publications, and developing leaders in the field, there are numerous other ways in which the state association may promote foreign language learning.[3] It may develop travel abroad programs and scholarship programs for teachers and students; it may offer special awards and prizes, or establish resource centers or job information centers. When a school district's foreign language program is in jeopardy, the state association should be ready to play a vigorous role in assisting the teachers of the district to present their case as forcefully as possible. The association's leaders may ask to be heard at the Board of Education meeting. Telegrams may be sent, specially prepared materials to present the rationale for the program may be dispatched, and an outline of steps to take in influencing public opinion may be formulated.

The potential of the state foreign language organization is great, and its opportunities to expand foreign language education are many. The possible means of accomplishing its goals are limited only by the resourcefulness and imagination of its leaders.

[3] For a detailed description of possible activities of foreign language associations, please see Appendix I.

APPENDIX I

The information contained in this appendix is the result of a survey conducted by the ERIC Clearinghouse on Languages and Linguistics. Questionnaires were sent to representatives of each state foreign language association, asking that they list and describe the activities of their organization. Aproximately fifty percent responded, and from those replies activities were selected and sorted into ten categories.

It is hoped that this appendix, though somewhat sketchy, will give foreign language leaders an awareness of what other state organizations are doing and perhaps provide some basis for new ideas and projects. It is intended to be a working tool for association leaders, and space has been left for additions and updating.

For clarification of acronyms used in Appendix I, and for further information on each state association, please refer to the list of ACTFL Constituents given in each issue of Foreign Language Annals.

Many thanks are extended to those state organizations that cooperated so willingly with the MLA/ERIC Clearinghouse by responding to the survey.

A. CONFERENCES

Probably the most popular and most common activity of the state foreign language organization is the annual conference. Most state associations do hold such meetings, encouraging all foreign language teachers in the state to assemble, exchange ideas, and bring themselves up-to-date on recent events in the field. Formats vary greatly according to population, resources, and geographical factors. Some state associations hold only one meeting annually, while others hold two, as well as a number of regional meetings. Some conferences last two or three days; others consist simply of a breakfast or luncheon meeting. Some are organized independently, while others are held either in conjunction with the AAT's or under the larger umbrella of the state teachers' association. Following is a selective list of different formats used in various states across the nation.

A.1. Annual Conference (Mo.)	A luncheon meeting, held every year in November. Outstanding speakers are brought in for the occasion from all over the country.
A.2. Annual Meeting (Ill.)	A two-day meeting held annually by the IFLTA from Friday afternoon to Saturday evening. The format includes Friday afternoon sessions for new teachers, a meeting on Friday evening for each AAT group, a Saturday morning business meeting and major speakers, a luncheon featuring a second major speaker, and afternoon discussion groups on levels in foreign language learning: college, high school, and FLES.
A.3. Annual Meeting (La.)	The LFLTA holds its annual meeting each year in November in conjunction with the annual conference of the Louisiana Teachers' Association.
A.4. Annual Two-Day Conference (Wash.)	WAFLT sponsors an annual state conference for foreign language teachers, a two-day meeting attended by approximately 500 teachers. Nationally recognized foreign language leaders are invited to speak. The program includes a variety of small and large group sessions devoted to discussions of topics of interest to foreign language teachers. In addition, each year WAFLT sponsors four regional conferences which are held simultaneously in various parts of the state. Among the activities are talks by prominent foreign language teachers or administrators, demonstrations of effective techniques, and panel or group discussions.

A.5. Area Meetings (Ala.)	The AAFLT has ten area organizations. Each has its own chairman, and each meets at least once during the school year. Examples of activities are: a sharing of successful techniques in the classroom (see C.2.), a student-teacher forum (see C.3), and development of guidelines of foreign language study content by an area group.
A.6. Fall Meeting (Iowa)	The IFLA holds this meeting in conjunction with the Iowa State Education Association. The format consists of a general luncheon meeting followed by a two-hour meeting of the AAT's.
A.7. Fall and Spring Meetings (Utah)	The program of a UFLA meeting includes guest speakers and mini-workshops on such topics as Individualization of Instruction, Testing of Foreign Languages, Writing Behavioral Objectives, Building Foreign Language Programs, The Use of Media, The German School System, and Culture with a Small "c."

B. WORKSHOPS AND SPECIAL MEETINGS

In addition to workshops held at annual meetings and regional conferences, some associations hold special workshops or meetings in particular areas of interest, sometimes independently, sometimes in conjunction with the state department of education or some other organization. Following are some examples of workshops and meetings held during 1971.

B.1. Administrators' Conference (Utah)	Key administrators (board members, superintendents, principals, and assistants) were invited to discuss the place of foreign languages in the curriculum. Aspects of good foreign language programs were presented. Workshop sessions were held in helping administrators plan foreign language programs and solve specific problems.
B.2. Foreign Language Workshop (Iowa)	A full-day workshop beginning with a general meeting on articulation. For afternoon sessions, teachers divided according to language for practical demonstration classes in Spanish, German, French, and Russian. Another general meeting on "Entertainment and Variety in the Foreign Language Classroom" preceded dinner. Book displays, a French film, and student plays in German and Spanish were included in the activities.
B.3. Foreign Language Workshops (Mass.)	The MFLA held workshops in various parts of the state on the following subjects: (1) Revision of Certification Laws, (2) Current Problems in Foreign Language Teaching, (3) Teacher Training.
B.4. Foreign Language Workshop (Okla.)	Each October, the OFLTA holds a one-day workshop for foreign language teachers from all schools and colleges in the state. Nationally recognized foreign language leaders from other states speak on various topics. Activities include displays of texts, references, and new media, and demonstrations. A similar workshop held in the spring is sponsored jointly by the OFLTA and the University of Oklahoma.
B.5. Learners' Workshop (Mo.)	Serving as a section of the Missouri State Teachers' Association, the state foreign language organization provides leadership, materials, and speakers for the foreign language sessions of the state-wide MSTA conference.

B.6. "Let the Customer Speak" What Do Students Want in Foreign Language Instruction?" (Mich.)	Sixteen teacher-student pairs from the State of Michigan were invited to spend a weekend at Higgins Lake Conservation School in May to develop the theme of the workshop. Teachers paid their own way; MFLA paid the students' expenses. The weekend workshop resulted in the outline of a position paper on "What Students Want," which was used by the student participants to share the experience with foreign language instructors at the ensuing MFLA conferences.
B.7. Methods Conference (Calif.)	A two-day conference for master teachers and teacher training faculty to share and discuss the latest methods of instruction.
B.8. Seminar on Individualization (Hi.)	This seminar sponsored by HALT was held in three sessions on Saturdays and offered ½ college credit to participating teachers. Small interaction groups discussed the problems of participants and experimented in the creation of Learning Activity Packages. Other activities included demonstration classes, displays, and familiarization with materials.
B.9. Symposium on Performance Objectives (Ill.)	The IFLTA Sponsored a two-day symposium on performance objectives for foreign language teachers in the state. Plans for more symposia are in effect.
B.10. Traveling Workshops (Utah)	Workshops in different languages were held in districts or regions by traveling experts who worked with local teachers to develop and improve programs and to experiment with innovative techniques.
B.11. Workshop for Young Teachers (Okla.)	A cooperative meeting, sponsored by the Oklahoma State Department of Education, Oklahoma State University, and OFLTA, for young teachers who are approaching graduation and will be certified to teach a foreign language. Experienced teachers meet with prospective teachers, discuss problems, and offer professional encouragement.

B.12. Workshop on Behavioral Objectives (Tex.)

The TFLA cooperated with ACTFL to pilot the ACTFL Pre-Conference Workshop on Behavioral Objectives. Response to the workshop was excellent, and, as a result, TFLA plans to sponsor future workshops on diverse topics.

B.13. Workshop on Foreign Language Promotion and Behavioral Objectives (Colo.)

This workshop met once a month for four hours throughout the academic year at a high school in Denver. A different topic is selected each year.

See also A.7., I.2.

C. PANELS AND DEMONSTRATIONS

The various conferences, meetings, and workshops characteristic of state foreign language associations present excellent opportunities for interesting--and sometimes lively--panels, group discussions, and demonstrations.

C.1. Panel Discussion: Reasons for Learning Languages (Hi.)	HALT presented a panel made up of a student, a teacher, and a psychologist to discuss reasons for learning a foreign language. At the same meeting, a petition was signed and addressed to the Chairman of the State Board of Education concerning some poor working conditions such as class size, class length, etc. The press was present, and helped to publicize the discontent and remedy the situation.
C.2. Student Demonstration (Ala.)	At a meeting of the AAFLT, students were given an opportunity to demonstrate successful classroom activities in which they had participated.
C.3. Student-Teacher Forum (Ala.)	This forum, organized by the AAFLT, provided an opportunity for students and teachers to exchange ideas on foreign language teaching and learning.
C.4. Team Presentation: Culture in the Language Program (Hi.)	A team presentation organized by HALT including four papers: "Introduction to the Cultural Content of Language and Paralinguistic Communication," "UH Culture Capsule," "Culture in Conversation," and "Evaluation--What Should We Do?".
C.5. Youth Panel (Ala.)	The AAFLT organized a youth panel to discuss the "good" and "bad" aspects of foreign language teaching from the student's point of view. The result was informative and valuable for foreign language teachers.

D. SPECIAL COMMITTEES

Occasionally, state associations will form special committees to study a particular aspect of foreign language education. These committees do research and often publish their findings. Frequently, they work in an advisory capacity with the state department of education.

D.1. Committee on Articulation (Colo.)

This committee was organized by the CCFLT in 1968 to study the problem of articulation in Colorado foreign language programs. In order to achieve better articulation between the various levels of language instruction and to develop a "more unified and uniform approach to foreign language education in Colorado," the committee developed a series of articulation objectives for the teaching of foreign languages which would be common to all foreign language programs in the state. These objectives (for French, German, Spanish, and Latin) emphasize the attainment of fluency through the audiolingual method of instruction, with the goal of increasing awareness of the foreign culture. The full report of the Committee on Articulation, by Lynn A. Sandstedt et al., was published in 1971 and is available from ERIC (ED 049 666).

D.2. Practice-Teacher Committee (Mass.)

This committee of the MFLA works on developing guidelines for foreign language teacher education programs in the state, considering in particular the viewpoint of the student-in-training.

D.3. Public Relations Committee (Colo.)

This committee of the CCFLT is now working on a special foreign language promotion plan in connection with the Winter Olympics and the country's bicentennial.

D.4. Special Committees (Ill.)

The IFLTA has created special committees to work in the following areas: High School, College, Teacher Training, and FLES. These committees plan programs, compile reports, and publish articles.

E. RETREATS

Retreats offer foreign language teachers the opportunity to spend a brief but concentrated period of time in intensive study and simulated foreign cultural environment, enabling them to refresh their fluency and cultural awareness while having fun. In addition, special instruction is frequently given in such areas as methods and individualized instruction.

E.1.	Language Inn (Calif.)	Each summer the CFLTA sponsors an annual "Language Inn" in French, German, Spanish, and, if widely requested, Chinese and Japanese. The program is a seven-day "total immersion," which emphasizes the living language and culture by creating the proper atmosphere. Activities in each language feature aspects of culture which are typical of speakers of that language. Among these are intensive language instruction and practice, dancing, singing, arts and crafts, sports, films, recordings, skits, culinary arts, and, particularly, current methods of instruction with an emphasis on individualized instruction. Three semester units of college credit are granted through Immaculate Heart College.
E.2.	Live Inn (Calif.)	This three-week program is designed for those persons who are active or who plan to be active in the Spanish-speaking community and who work with Spanish-speaking children in the schools. Participants include teachers, students, social workers, policemen, clerks, medical personnel, secretaries, etc. Each participant is placed at his own level of proficiency. The emphasis is on functional Spanish at each level, and on the Mexican-American heritage and its influence in the state. The program attempts to develop further understanding of the Chicano community, its culture, its folklore, and its resources for education. Tutors are assigned on the basis of one for every five participants. Six semester units of credit are offered.
E.3.	Professional Retreat (Ga.)	With financial support from the outside, FLAG organizes an annual professional retreat for foreign language teachers. Activities are culture-oriented.

F. TRAVEL AND STUDY ABROAD

Frequently, special travel programs or charter flights may be arranged by the association at very attractive group rates. This involves no financial outlay by the association, may be a small source of income, and invariably attracts new members.

F.1. Chartered Overseas Flight (Colo.)	The CCFLT sponsors various chartered flights to Europe.
F.2. European Tour (Okla.)	For the past three summers, OFLTA has conducted a three-week European tour for Oklahoma foreign language teachers. Each time, the areas of emphasis varied with geographical concentration. Teachers wishing to enroll for graduate credit may receive three hours credit from one of Oklahoma's state colleges.
F.3. Foreign Language Study Program: France, Spain, Germany (N.J.)	The NJFLTA sets up its own program abroad for summer school and travel. The program is administered under the sponsorship of the Foreign Study League.
F.4. Group Affinity Flight (Mo.)	The state organization offers its members the opportunity for low-cost air fair to Europe in cooperation with TWA.
F.5. Study Tours (Utah)	The UFLA has developed study tours with emphasis on study and avoiding commercialism. Travel is provided at cost, under the direction and control of local language teachers in cooperation with the various school districts.

G. LANGUAGE FESTIVALS AND CONTESTS

Language festivals and contests are an excellent means of motivating students and awakening communities to the value of foreign language study.

G.1.	Essay Contest (La.)	A statewide contest for high school foreign language students. Topic: "Why Study Foreign Languages?". Prizes: district winners, $25 savings bonds; state winner, a $125 savings bond. All winning essays were published in local newspapers. The first place essay was published in the Torch, the national publication of the Junior Classical League.
G.2.	Film Festivals (Hi.)	Two, week-long festivals, one for European films, one for Asian.
G.3.	Language Contest (Ga.)	Statewide oral language contest for secondary school students.
G.4.	Language Contests: German Spanish, Italian (Ont.)	Regional contests sponsored by the OMLTA. Contestants are secondary students of a given province. Prizes are awarded for excellence in each foreign language.
G.5.	Language Festival (Hi.)	An annual event. Various schools present programs in poetry, drama, and songs. Prizes are offered in several categories.
G.6.	Pan Pacific Festival (Hi.)	An annual, folkloric and cultural festival, featuring presentations using the major European and Asian Languages spoken in the Pacific.

See Also I.2.

H. HONORS AND AWARDS

Among the activities of state foreign language organizations are awarding prizes to teachers and students and conferring special honors. This is a means of both recognizing and encouraging achievement and participation in foreign language study. In addition to the examples listed below, prizes may be offered to teachers for the outstanding article written by a member for inclusion in the association's journal, or scholarships may be offered to beginning teachers to enable them to go abroad for summer study and travel.

H.1. Harold J. Ruland Awards (N.J.)	Each approved secondary school in New Jersey may nominate three deserving students who will have completed at least three years of foreign language study by the end of the senior year. To be eligible, a student must give evidence of high foreign language achievement and overall mid-senior-year scholastic average. The Awards Committee will then award a number of attractive medals and certificates to the most deserving language students whose names have been submitted.
H.2. Scholarships. (Mich.)	The MFLA Committee on Scholarships selects a student to participate in the ACTFL Summer Abroad Program. A stipend of $500 is awarded.
H.3. "Teacher of the Year" (Ga.)	The association elects and honors the "Teacher of the Year" in each foreign language taught in the Georgia public schools.

See also J.3.

I. PUBLIC RELATIONS, INFORMATION DISSEMINATION, AND SUPPORTIVE ACTIVITIES

The involvement of the state organization in the areas of public relations, information dissemination, and supportive activities varies greatly, depending on the place, the size of the organization, and the state of foreign language education in the region. Following are a few examples of what state foreign language associations have been doing in these areas.

I.1. Area Resources (Ala.) — The AAFLT maintains a listing of area resource people who are native speakers of one of the target languages being taught in the area, for the purpose of utilizing their services as speakers.

I.2. Language Festivals (La.) — Although the AFLTA does not assume the responsibility for sponsoring foreign language festivals, it does encourage district groups to organize and conduct their own. A special spring meeting of the Association in 1971 was held at one of the branches of Louisiana State University where high school teachers in that district and college personnel, who have had successful festivals for the past several years, conducted a workshop at which they shared their experiences with groups interested in initiating similar projects.

I.3. Liaison Activities (Pa.) — The PSMLA acts in an advisory capacity to the State Department of Education on matters of interest to foreign language personnel in an effort to bridge the gap between the policy-maker and the classroom teacher. The association also maintains a complete roster of foreign language teachers in Pennsylvania.

I.4. "Professional Interest Protective System" (Wash.) — WAFLT has developed an aggressive policy which dictates that the leadership assume the responsibility of making the needs of foreign language teachers known to those individuals or groups in the state who make decisions concerning the teaching and learning of foreign languages. For example, when it was announced that the position of State Supervisor of Foreign Languages would not be filled, foreign language teachers from all parts of the state discussed the question personally with the Governor and the position was re-instated. The same kind of coordinated pressure by WAFLT leaders reversed the decision made by the administration of a junior college in the state to abolish the foreign language department at that institution in order to economize on faculty salaries. The organiza-

		tion reminds districts contemplating the curtailment of foreign language programs why such action might be inadvisable. State legislators have received official letters from the association urging their support of tax reforms that would relieve some of the pressure on education. The association tries to protect and support its members.
I.5.	Professional Notices (Pa.)	Through the semi-annual publication of PSMLA, the Bulletin, the association publicizes information and professional notices from the State Department of Education and similar agencies, enabling them to reach a wider audience.
I.6.	Public Relations (La.)	The LFLTA secured the cooperation of the Louisiana Teachers' Association in having the 1971 May issue of Louisiana Schools devote a special section to foreign languages. Ten articles dealing with a wide range of topics were accepted for publication.
I.7.	State Advisory Council on Foreign Languages (Ga.)	The activities of this council receive support from the State Department of Education, but the leadership comes from FLAG.
I.8.	Strengthening National Organizations and Journals (Mo.)	Each year, FLAM offers to the teachers of Missouri the opportunity to pay their dues to FLAM and ACTFL, as well as to subscribe to the Modern Language Journal and/or Classical Outlook, in a group package plan. This method encourages participation in national organizations and enables the teacher to send one check for all dues and subscriptions to the Secretary-Treasurer of FLAM.
I.9.	Survey of Latin Textbooks (La.)	The LFLTA occasionally lends limited financial support to such projects as one which was recently conducted by the Latin teachers. A survey was made to determine what Latin textbooks were being used throughout the state, and a compilation of teachers' evaluations was made available for the benefit of those interested in considering a new textbook.

I.10.	Teacher Certification (Wash.)	WAFLT works closely with the Office of Public Instruction and the Washington Education Association for the purpose of developing an effective procedure for teacher certification. This entails defining goals, establishing performances criteria, and implementing procedures for certification.

For public relations, see also C.1., D.3.

J. SPECIAL SERVICES

The foreign language association may undertake numerous other activities which will be determined by the needs of the foreign language teachers and programs in the state, and the resources and leadership of the organization. Following are a few suggestions.

J.1. Job Information

The association may develop a job information bureau, listing vacancies as well as potential applicants.

J.2. Resource Center

The work of the association's members can be greatly helped by the establishment of a resource center, which would include circulating tapes, films, and realia. (See also I.1.)

J.3. Special Medal

The association may consider striking a special medal which may be made available at cost to members for award purposes to their students, perhaps for proficiency in the foreign language or outstanding achievement in extracurricular activities.

APPENDIX II

An Invitation to Join
The New York State Association of Foreign Language Teachers
An Organization with Over 2000 Members

PURPOSE: The purpose of the Association is to promote the study of foreign languages and cultures and to increase active public interest therein.

The BULLETIN: All members receive the BULLETIN, a printed twenty-four page journal which contains items of interest to foreign language personnel of all levels of teaching. Five to six issues are edited annually.

Workshops: THE ASSOCIATION sponsors workshops throughout the State. These workshops are directed to in-service training opportunities in key matters affecting foreign language teaching. During the period 1963-71 sixteen workshops were conducted involving demonstration lessons, reading techniques, audio-lingual methods and materials, supervision and administration.

Colloquium: The ASSOCIATION conducts an annual colloquium on the key issues in foreign language education. Some two hundred foreign language leaders convene annually to explore pertinent issues.

Symposia: Under the stimulation of standing committees of the ASSOCIATION symposia are developed with statewide participation. Examples of this in 1971 were symposia devoted to the Community College and to Teacher Preparation.

Pilot Projects: The ASSOCIATION takes leadership in exploring new ideas and setting the stage for their implementation on a larger scale. The committee on Oral Testing is an example of such effort.

Committees: We invite, indeed urge, every member to become involved. Among the committees of the ASSOCIATION we include the Classics, FLES, Multi-Media, Supervision, Regents Study, High School–College Articulation, College Foreign Language Requirements, TESOL, Less Able Student, Legislation, Resolutions, Culture in the Classroom, Teacher Preparation, Oral Testing, Publications.

Annual Meeting: This event has assumed national prominence because of its excellence. Leaders and outstanding practitioners in foreign language teaching present papers on areas of concern to all levels of teaching. The Annual Meeting is held in October at the Concord Hotel, Kiamesha Lake, New York, with an annual attendance from 800 to 1000 teachers.

Bi-Annual International Meeting: We join with the Ontario Modern Language Teachers Association in bi-annual meetings which have given an international dimension to our professional activities. The program was inaugurated in Buffalo in 1969 and continued in 1971 in Toronto. The next event will be held in 1973.

Regional Meetings: Regional meetings are held throughout the State all during the year. In 1970-71 for example such events were successfully carried out in the Captial District, Mid-Hudson Valley, Syracuse, Rochester, Westchester, Tri-Cities, Long Island and New York City.

Awards Program: The Association annually designates outstanding teachers and foreign language leaders, as well as outstanding personalities in the broad arena of education and the arts. These include the National Distinguished Foreign Language Leadership Award (in person presentations previously made to Earl James McGrath, Edouard Morot-Sir, William Riley Parker, Alfred S. Hayes, Nelson Brooks and Mary Finocchiaro), the *New York State Distinguished Leadership Awards* (previous recipients include Walter Crewson, Warren Knox, Vivienne Anderson, Remunda Cadoux, Robert Ludwig, June U. Stillwell); *the Ruth E. Wasley Distinguished Teacher Award* (Angeline Jones, Dorothy Rivers, Katherine Clarke, Ferdinand Di Bartolo and Evelyn Popper were previously honored) and the *National Culture Through the Arts Award* (presented to George Balanchine, Uta Hagen, Jose Limon and Dorothy Maynor). A new award to be presented for the first time in 1971 will be the *Sister Rose Aquin Distinguished Administrator Award.*

Trips Abroad: In response to interest manifest on the part of our members special group flights and charters may be organized at attractive rates.

Affiliations: NYSAFLT is a member of the National Federation of Modern Language Teachers Associations and the American Council on the Teaching of Foreign Languages.

Sharon E. Moore, President.

APPENDIX III

Sample Membership Application, Membership Card, and Registration Card.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS

Family Name..... First.....
(Nuns are requested to use Family Name)

Street No..... City..... State..... Zip.....

School..... School Address..... City.....

State..... Zip.....

Please indicate the Language(s) you are now teaching by checking the appropriate box(es).

1. FRENCH	☐ 1. ELEMENTARY	☐
2. GERMAN	☐ 2. JUNIOR HIGH	☐
3. ITALIAN	☐ 3. SENIOR HIGH	☐
4. LATIN	☐ 4. COMMUNITY COLLEGE	☐
5. SPANISH	☐ 5. COLLEGE	☐
6. OTHER _____ Specify	☐ 6. OTHER _____ Specify	☐

Are you a new member?
YES ☐ NO ☐

Indicate if above address is different from one given N.Y.S.F.F.L.T. last year.
YES ☐ NO ☐
If yes, please indicate former address on reverse side.

RETURN TO:

R. LUDWIG
1102 ARDSLEY ROAD
SCHENECTADY, N. Y. 12308

MEMBERSHIP FROM:
SEPT. 1 TO AUGUST 31
DUES: $5.00
STUDENT DUES: $2.00

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS

THIS CERTIFIES THAT

.....

Is a Member of the Association

September 1, 19..... to August 31, 19.....

New York State Association of Foreign Language Teachers Registration Card

October 9-11, 1972 — **1972 Annual Meeting Registration** — Concord Hotel, Kiamesha Lake, N.Y.

Mail to: Robert J. Ludwig, 1102 Ardsley Road, Schenectady, New York 12308

(Registration Fee [includes proceedings]) to October 1 ..... $6.00
after October 1 ..... $7.00

Enclosed please find check for $ _____ payable to NYSAFLT to cover registration fee for:

Name _____ School Affiliation _____

Home Address (including zone) _____ School Address (including zone) _____

(Registration Fee does not cover membership)

APPENDIX IV

CONFERENCE CHECKLIST

Organizing a successful convention involves innumerable details which can be easily overlooked or forgotten. This conference checklist covers most of the areas that need consideration, and can be used as a worksheet in planning a meeting.

The checklist was compiled by Hyatt House Hotels, 1353 Bayshore Highway, Burlingame, California.

1. ATTENDANCE

- ☐ Total number of members expected _____
- ☐ Method of transportation to hotel city _____
- ☐ Courtesy limousine service from airport

2. DATES

- ☐ Date most of group will arrive _____
- ☐ Date most of group will depart _____
- ☐ Date uncommitted guest rooms are to be released _____

3. ACCOMMODATIONS

- ☐ Approximate number needed: singles _____, doubles _____, suites _____
- ☐ Room rates for members
- ☐ Reservations confirmation: to delegate, group chairman or association secretary; copies to _____

4. COMPLIMENTARY ACCOMMODATIONS

- ☐ Number of hospitality suites needed _____
- ☐ Room rates
- ☐ Bars, snacks, service time and dates _____
- ☐ Name of contacts for suites, addresses and phones _____
- ☐ Check rooms, gratuities

5. GUESTS

- ☐ Invitations to local dignitaries
- ☐ Acceptance of invitations
- ☐ Tickets provided
- ☐ Transportation arranged; welcome at hotel
- ☐ Guest speakers forewarned

6. SPECIFIC EQUIPMENT AND FACILITIES

- ☐ Signs for registration desk and other points: program schedules, directional signs, welcome signs
- ☐ Complete list of available equipment and prices furnished
- ☐ Notes to be placed in guest boxes
- ☐ Lighting: spots, floods, operators
- ☐ Size of staging
- ☐ Blackboards, chart stands, easels
- ☐ Lighted lectern, gavel, block
- ☐ P.A. System: microphones, types, number _____
- ☐ Recording equipment, operator
- ☐ Projection equipment, blackout switch, operator
- ☐ Phonograph and records
- ☐ Piano, organ
- ☐ Printed services

- ☐ Special flowers and plants
- ☐ Decorations (must meet fire regulations)
- ☐ Dressing rooms for entertainers
- ☐ Garage and parking arrangements
- ☐ Other equipment _____
- ☐ Cost of extra equipment or services
- ☐ Telephones, number _____
- ☐ Flags, banners
- ☐ Photographers, stenographer
- ☐ Radio and TV broadcasting; closed circuit TV
- ☐ Live and engineering charges for radio, TV

7. MEETINGS

- ☐ Times and dates of each _____
  _____
- ☐ Room assignments and rentals
- ☐ Complete floor plan furnished
- ☐ Headquarters room
- ☐ Seating plans for each meeting, seat numbering
- ☐ Speakers' tables
- ☐ Timing of meetings for speedy traffic flow
- ☐ Staging required
- ☐ Other equipment _____

Points to check just before each meeting:

- ☐ Check room operation
- ☐ Seating plan as specified
- ☐ Location of additional seats
- ☐ Room temperature: optimum heating and cooling
- ☐ Operation of P.A. system, mikes, recording equipment
- ☐ Lectern and light, gavel, block
- ☐ Water pitcher, water and glasses at lectern, at conferees' tables
- ☐ Table ash trays, stands, matches, pencils, note pads, paper
- ☐ All audio-visual aids: charts, stands, easels, blackboards, etc.
- ☐ Projector, screen, stand, operator
- ☐ Piano, organ
- ☐ Lighting as specified
- ☐ Signs, flags and banners placed correctly
- ☐ Special flowers and plants
- ☐ Other special facilities _____
  _____
- ☐ Signs directing members and guests to rooms
- ☐ Stenographer, photographer present

Points to check just after each meeting:

- ☐ Removal of organization property
- ☐ Check for forgotten property

8. ORGANIZATION OF EXHIBITS

- ☐ Number of exhibits _____
- ☐ Floor plans for each exhibit furnished
- ☐ Date of setup and dismantling _____
- ☐ Room assignments and daily rentals
- ☐ Name of display company
- ☐ Directional signs
- ☐ Labor charges: electrician and carpenter services
- ☐ Electrical, power, steam, gas, water and waste line
- ☐ Electrical charges
- ☐ Partitions, backdrops
- ☐ Storage of shipping cases
- ☐ Guard service

9. REGISTRATION

- ☐ Approximate time required _____
- ☐ Registration cards: number and size _____
- ☐ Personnel to handle
- ☐ Number of tables _____, chairs _____
- ☐ Ash trays
- ☐ Typewriters: number and type _____
- ☐ Paper, pencils, pens
- ☐ Signs
- ☐ Water pitchers, glasses

- ☐ Lighting
- ☐ Telephones
- ☐ Bulletin boards: number and size _____
- ☐ Cash drawers: number and size _____
- ☐ File boxes: number and size _____
- ☐ Safe deposit box

Points to check just before opening:

- ☐ Personnel understanding of procedure
- ☐ Necessary information on registration cards, badges
- ☐ Ticket prices, policies
- ☐ Location of programs, other material
- ☐ Policy on single ticket sales
- ☐ Policy on accepting checks
- ☐ Policy on refunds
- ☐ Hospitality desk
- ☐ Mimeograph registration lists
- ☐ Posting of instructions at convenient spots
- ☐ Location of tables
- ☐ Lighting at tables
- ☐ Waste baskets
- ☐ Cards, pencils on tables

Points to check during registration:

- ☐ Presence of administrator to make policy decisions
- ☐ Policy for registration of members after desk is closed
- ☐ Provision for checking funds at closing time

10. BANQUET FACILITIES

- ☐ Complete floor plans of banquet rooms
- ☐ Dates and times of each banquet or catered gathering _____
  _____
- ☐ Assignment and rental of banquet rooms
- ☐ Seating plan for each banquet, special menus, place cards
- ☐ Equipment for each banquet
- ☐ Other special requirements _____
  _____

Points to check just before banquet:

- ☐ Seating style as specified
- ☐ Menus and place cards as specified
- ☐ Ash trays
- ☐ Audio-visual aids

Points to check just after banquet:

- ☐ Removal of organization property
- ☐ Check for forgotten property

11. ENTERTAINMENT

For reception, banquet, special events

- ☐ Entertainers and orchestra rehearsal for shows
  _____
- ☐ Recorded or live entertainment _____
  _____
- ☐ Music stands provided by orchestra or hotel _____
  _____
- ☐ Variety of entertainment program _____
  _____

12. MISCELLANEOUS

- ☐ Baby sitters
- ☐ Sightseeing trips arranged
- ☐ Car rentals

13. PUBLICITY

- ☐ Publicity committee
- ☐ Press room, typewriters and telephones
- ☐ Personal calls on city editors, radio and TV program directors
- ☐ Press releases
- ☐ Copies of speeches in advance
- ☐ Arrangements for photographs, publicity
- ☐ Notification to the office of the Director of Sales

APPENDIX V

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES
NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGES TEACHERS

JOINT SPONSORSHIP OF OPTIONS AND ALTERNATIVES IN FOREIGN LANGUAGE PROPOSALS

What is it?	A 3-day Workshop to explore specifics in individualized instruction and options and alternatives in student-centered learning programs in foreign languages.
Dates?	August 20, 21, 22, 1972
Where?	Skidmore College, Saratoga Springs, New York
Who?	Foreign language teachers and supervisors interested in new approaches and new ways of reaching students on all school levels - college, high school, junior high school, elementary.
Cost?	For registration, room and board, materials - $75 plus transportation.
Focus?	The focus is on practical approaches, practical materials, practical use of space, time, and equipment.
Highlights of the Program	1. Developing packets, LAPS, and other programmed or semi-programmed materials. 2. Using media and materials in student-centered programs. 3. Overcoming difficulties in student-centered programs. 4. Evaluating student progress (grading, testing, etc.) and attitudes. 5. Working with contracts and other similar student-teacher agreements. 6. Applications and alternatives in the traditional format: How to face reality .....
Are you Interested?	Please complete the form below as soon as possible.

. . . . . .

Date_____

_____ I would like to register for the Workshop at Skidmore College on August 20, 21, 22, 1972. Enclosed please find a check (made out to NYSAFLT) for $75.00.

_____ I would like to share some of the materials, programs, ideas (please describe) which I have found to be successful in my school.

_____ Additional comments and/or suggestions.

Name_____School_____

Zip Code_____

Please return to: Mr. Robert Ludwig
1102 Ardsley Road
Schenectady, New York 12308

About ERIC—Educational Resources Information Center

ERIC is a nationwide information system designed to serve and advance American education, sponsored by the U.S. National Institute of Education. Its basic objective is to provide information on significant current documents and to make them available, either through normal publication channels or through the ERIC Document Reproduction Service. ERIC Clearinghouses, each focusing on a separate subject-matter area, seek to acquire, select, abstract, index, store, retrieve, and disseminate information about educational research and resources.

About MLA/ERIC. The Modern Language Association of America conducts the ERIC Clearinghouse responsible for the collection and dissemination of educational information on languages and linguistics. This includes information on instructional methodology, psychology of language learning, presentation of the cultural and intercultural content, application of linguistics, curricular problems and developments, and teacher training and qualifications specific to the teaching of languages. Also included are reports or documents concerned with the language teacher and researcher in the language sciences and those dealing with psycholinguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and instructional materials related to commonly and uncommonly taught languages, including English for speakers of other languages.

Research in Education (RIE). The comprehensive source of information about all current document accessions is *RIE*, a monthly catalogue which presents bibliographical information, abstracts, and prices of documents processed by all the ERIC Clearinghouses. This basic reference tool should be available in any education library. (Yearly subscription is: domestic, $21.00; foreign, $26.25. Check or money order should be sent to the U. S. Government Printing Office, Washington, D. C. 20402.)

ERIC Document Reproduction Service (EDRS). Most documents which ERIC announces in *RIE* are permanently archived in the EDRS, from which copies may be purchased in microfiche or in printed out "hard copy." Microfiche is inexpensive and easily stored, but requires access to a microfiche reader. Hard copy is a paper photo copy or facsimile of the original document. It has a paper cover and is not hard bound. (MLA/ERIC is *not* the EDRS. The address for orders is EDRS, P.O. Drawer O, Bethesda, Md. 20014.)

Current Index to Journals in Education (CIJE). More than 500 educational periodicals and approximately 1,000 articles are indexed monthly. A main entry section and subject, author, and source journal indexes are provided. Index subject headings are consistent with those in *RIE*; unlike *RIE*, abstracts are not included. Articles cited are available neither in microfiche nor hard copy from EDRS. Annual and semi-annual cumulations are also available. (Yearly subscription is $39.00; semi-annual and annual cumulative indexes to monthly subscribers, $40.00; check or money order should be sent to CCM Information Corporation, P.O. Box 689, FDR Station, New York, N.Y. 10022.

Regular Communication Channels. The official journal of the American Council on the Teaching of Foreign Languages, *Foreign Language Annals (FLA)*, regularly includes a section on ERIC-related activities prepared by the MLA/ERIC Clearinghouse. This material reviews significant developments in foreign language teaching and is of interest to teachers, administrators, researchers, public officials, commercial and industrial organizations, and the public. The *TESOL Quarterly* also contains regular listings of ERIC accessions dealing with the teaching of English to speakers of other languages.

Annual Bibliography on the Teaching of Foreign Languages. MLA/ERIC supports the preparation of an annual bibliography of professional and pedagogical documents in collaboration with the American Council on the Teaching of Foreign Languages and the University of Minnesota; it is printed in the May issue of *FLA*.

Lists of ERIC Documents on the Teaching of Foreign Languages. MLA/ERIC prepares such catalogues, each compiling all foreign language teaching documents which have become available from the EDRS since the previous list, whether accessioned by MLA/ERIC or any other ERIC Clearinghouse. The lists include bibliographical data, microfiche and hard copy costs, and citations of ERIC-prepared abstracts. These lists appear regularly in the October and March issues of *FLA*.

Special MLA/ERIC Reports. MLA/ERIC regularly sponsors the preparation of analyses on special topics, including detailed treatments of substantial problems in "state-of-the-art" papers, special bibliographies, and a continuing series of *ERIC Focus Reports on the Teaching of Foreign Languages*, each providing succinctly detailed, recent information on a specific problem or issue in foreign language teaching (with a short list of further readings) addressed to classroom teachers and school administrators. *FLA* carries information about special MLA/ERIC reports.

Direct Information Services. MLA/ERIC can provide only very limited services to individuals and agencies. The Clearinghouse is not staffed to provide individually tailored bibliographies, but it will offer whatever relevant "shelf" items or references may be available.